

professional improvement plan (PIP)

PROFESSIONAL DEVELOPMENT GOAL-SETTING and the Professional Improvement Plan

There is a large body of research in effective professional development that emphasizes the importance of self-assessment of needs and interests by teachers prior to setting goals for professional growth. Required Professional Development for Teachers as established in the *New Jersey Administrative Code* requires that "the content of each teacher's professional development shall be specified in the Professional Improvement Plan (PIP)." Since this is required, **we encourage everyone involved in professional development in New Jersey to recognize the PIP as the important PLANNING STAGE of the professional growth experience.**

The PTSB believes that the development of goals and objectives for the individual growth of New Jersey educators is a critical component that will lead to the success of the initiative. We also believe that the most effective professional development goals will be those developed in a collegial manner with supervisors and district administrators who share a recognition of the importance of the self-assessment required to make the planned growth experiences meaningful.

We encourage all teachers to work collaboratively with their supervisors in the development of their PIP after a careful analysis of their strengths, needs, goals and objectives.

PROFESSIONAL DEVELOPMENT REGULATIONS and the Professional Improvement Plan

From Commissioner Hespe's May 5, 2000 memo to Chief School Administrators

"...the process for developing the PIP should be a collegial one entered into in good faith by both the teacher and the supervisor. Current research on effective professional development supports involving teachers in the planning and design of their own professional development. This strengthens the content of professional development and encourages buy-in from teachers. New Jersey's new professional development standards reflect this approach, stressing the importance of collegial support, collaboration, and interaction in assuring the professional growth of educators. It is, therefore, important that teachers be encouraged to reflect on their practice, identify their needs for deepening their understanding of the Core Curriculum Content Standards and refine their pedagogical skills. Additionally, in accordance with the new professional development regulations, the local supervisor should actively assist and support a teacher's efforts to fulfill the new professional development requirement.

When there is disagreement about the content of a PIP, it is advised that the supervisor discuss the specific reasons with the teacher. Relevant regulations and recent case law are clear that when there is disagreement about the content of the PIP, the supervisor may specify the content as a last resort."

ADVICE AND GUIDELINES

on Writing a PIP and Working Toward the 100 Hours

The new vision for professional development reflects the belief that educators must be dedicated to a continuous plan of professional development through an ongoing process of refining skills, inquiring into practice, and developing new methods. (Preamble to the Standards)

Taken together, the twelve Standards for Required Professional Development for Teachers state that professional development should:

- Be ongoing (Standards 2, 3, 4)
- Broaden skills and practice and enhance knowledge (Standards 1, 2, 3, 4, 5)
- Develop new methodologies (Standards 8, 9, 11)
- Emphasize collegial and collaborative dialogue (Standards 8, 9, 11, 12)
- Support individual educator initiatives, as well as district and school goals and initiatives (Standards 1, 2, 3)
- Be supported with sufficient funding and time for planning (Standards 10, 11)
- Encourage risk-taking, creativity and experimentation (Standards 5, 9)
- Offer new visions of continuing education for the individual, the school, and the district (Standards 4, 5, 9, 12)
- Be based on our understanding of adult learning and motivation (Standards 6, 7)
- Enable teachers to utilize appropriate and varied skills and strategies (Standards 2, 4, 5)

Key Provisions of the Regulations:

"The content of each teacher's continuing education shall be specified in a Professional Improvement Plan." [6:11-13.2(b)]

- The individual teacher is responsible for completing the 100 hours.
- Supervisors and administrators are responsible for monitoring progress and supporting teachers.
- The Record of Professional Development Hours will be used to track hours.
- The PIP shall be the recording document for each year's hours.

Essential Strategies for Writing and Implementing an Effective PIP:

- Determine your professional development needs and wants.
- Determine your individual instructional goals.
- Evaluate your classroom practices and examine your areas of strength and those areas needing improvement.
- Review district, school and department goals.
- List all professional growth experiences for the year with the hours earned.
- Outline any new or innovative activities you were able to initiate based on your experiences.
- Note areas that you would like to continue exploring.
- Be creative.
- Assemble data, supporting materials and documentation from past PIPs.
- Accentuate the positive.
- Think about achievability.
- Set realistic goals.
- Get preapproval of experiences: if you know of an experience that meets the 100 hours and is not part of your PIP, talk to your supervisor and amend or update your PIP.
- Keep careful and ongoing records and documentation of what you do.
- Continuously review and update your PIP.
- Make certain you ask your supervisor and administrator for whatever support and assistance you need to assist you in your efforts to fulfill the professional development requirement.

PROFESSIONAL IMPROVEMENT PLAN (PIP)

Professional development includes district and individual professional development experiences, and other opportunities offered by a New Jersey registered provider. Goals and activities may be modified throughout the calendar year to meet emerging needs of the staff member.

Name _____ District _____

School _____ Timelines _____

1. My professional development goals include:

2. Indicate how the above goals relate to the New Jersey Standards for Professional Development:

3. Suggested activities to accomplish my goals are: (Participation in professional development activities that are a part of the approved district professional development plan and are relevant to the teacher's goals are considered to be included in the PIP and must be documented on the Record of Professional Development Hours.)

4. This PIP was developed by:

Staff Person's Signature _____ Date _____

Supervisor's Signature _____ Date _____

ANNUAL REVIEW: (Attach relevant documentation where applicable)			
Activities	Dates	# Hours	Documentation

Supervisor's Signature _____ Date _____

- A copy of this form must be kept in the staff member's personnel file.
- Participation in district professional development activities which are a part of the approved district professional development plan must be recorded on this form.

PIP MODIFICATION FORM

Name _____ District _____

School _____ Timelines _____

1. New Professional Development Goals:

2. How do your new professional development goals relate to your district, school, department, or personal goals, and to the New Jersey Professional Development Standards? (Address all that apply.)

3. A. List the activities to accomplish the new goals:

B. Identify the resources necessary and the source to accomplish the new goals:

4. Reviewed and discussed with subject supervisor on: _____

Signature of Teacher _____

Signature of Supervisor _____

Please attach this form to the PIP for this year.